

**TEACHERS' BELIEFS AND PRACTICES ON TEACHING-READING :
A CASE STUDY AT SMP MUHAMMADIYAH 10 SURAKARTA.**



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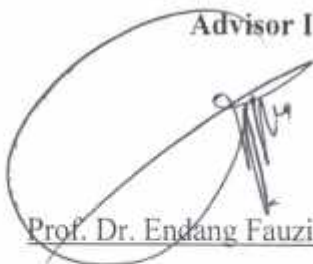
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I am hereby confirm article entitle" **Teachers' Beliefs And Practices On Teaching-Reading : A Case Study At Smp Muhammadiyah 10 Surakarta**". is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly. I confirm that this article has not been submitted for the award of any previous degree in any tertiary institutions in Indonesian or abroad.

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TEACHERS' BELIEFS AND PRACTICES ON TEACHING-READING : A CASE STUDY AT SMP MUHAMMADIYAH 10 SURAKARTA.

Abstract

This research was a case study of English teachers' beliefs and practices on teaching-reading at SMP Muhammadiyah 10 Surakarta. The objectives of this study were: (1) to investigate the teachers' beliefs in teaching-reading. These involve objectives learning, classroom technique, teachers and students roles in teaching reading, the role of authentic material at SMP Muhammadiyah 10 Surakarta, (2) to investigate how the teachers' beliefs are reflected in the classroom practices, (3) to investigate whether there are some discrepancies between teachers' beliefs and their practices in teaching, (4) to investigate factors contribute to these discrepancies, (5) to investigate factors contribute with shape the teachers' beliefs on teaching-reading. The type of the research was qualitative with case study approach. It was an investigation of a single case or collective case to capture the complexity of objects of the study. The object of the study was teachers' beliefs of English teaching at SMP Muhammadiyah 10 Surakarta. The subjects of the study were two English teachers consisting of two female teachers. The data sources used in this study were: classroom observation, open ended questionnaire, transcript of interview and document. The techniques for collecting data used were open-ended questionnaire, semi-structured interview, classroom observation and document analysis taken from the informants. The data validity used was data triangulation to gain accountable information through a variety of sources. Then, the researcher used Miles and Hubberman's Model (1993) to analyze the data. The finding of this study showed that first, most of the teachers' beliefs on teaching-reading were consistent with their practices namely beliefs about learning objective, teacher' role, student' role, the role of authentic material and component of reading skill although the researcher still found one discrepancy namely teachers' beliefs about classroom technique. The factors contributing to shape teachers' beliefs were (1) experience as language learners (2) experience from teaching, (3) and training.

Keyword: Teachers' Beliefs, Teaching-Reading, Practices.

ABSTRAK

Penelitian ini adalah sebuah studi kasus mengenai kepercayaan guru tentang pengajaran membaca dalam pelajaran bahasa inggris dan praktiknya di dalam kelas di sekolah SMP Muhammadiyah 10 Surakarta. Tujuan dari penelitian ini adalah: (1) untuk menyelidiki tentang kepercayaan guru dalam pengajaran membaca. Termasuk juga dalam tujuan pembelajaran, teknik pengajaran kelas, peran guru, peran murid, peran materi asli, dan komponen-komponen dalam keahlian membaca (2) untuk menyelidiki bagaimanakah

kepercayaan guru direfleksikan dalam pengajaran di dalam kelas (3) untuk menyelidiki apakah ada beberapa ketidaksesuaian antara keyakinan guru dengan praktiknya di dalam pengajaran (4) untuk menyelidiki faktor-faktor yang berperan dalam ketidaksesuaian tersebut (5) untuk menyelidiki faktor-faktor yang berperan dalam membentuk ketidaksesuaian dalam pengajaran membaca bahasa inggris. Tipe penelitian ini adalah kualitatif dengan menggunakan pendekatan studi kasus. Penelitian studi kasus adalah penelitian yang mencoba menggali suatu kasus atau kumpulan kasus untuk menangkap kerumitan pada objek penelitian tersebut. Objek penelitian ini adalah kepercayaan guru bahasa inggris yang terdiri dari 2 guru perempuan. Ada tiga jenis sumber data yang digunakan dalam penelitian ini yaitu: observasi kelas, transkrip wawancara dan dokumen. Teknik dalam pengumpulan data dalam penelitian ini adalah kuisioner terbuka tertutup, wawancara setengah terstruktur, observasi kelas dan dokumen. Validasi data yang digunakan adalah data triangulasi untuk memperoleh informasi atau data yang dapat dipertanggung jawabkan lewat berbagai macam sumber. Peneliti menggunakan Miles dan Hubberman Model (1993) untuk menganalisa data. Hasil penelitian ini menunjukkan bahwa sebagian besar kepercayaan guru konsisten dengan praktiknya dalam pengajaran membaca seperti tujuan pembelajaran, peran guru, peran murid, peran materi asli dan komponen-komponen dalam keahlian membaca. Meskipun begitu peneliti masih menemukan ketidaksesuaian antara kepercayaan guru dan praktik pengajarannya di dalam pengajaran membaca di kelas, khususnya kepercayaan guru tentang tehnik pengajaran di kelas dalam pengajaran di kelas. Faktor yang berkontribusi terhadap pembentukan kepercayaan guru adalah: (1) pengalaman saat menjadi pembelajar bahasa, (2) pengalaman dari mengajar, (3) dan pelatihan atau seminar.

Kata Kunci: Kepercayaan Guru, Pengajaran membaca, Praktik.

1. INTRODUCTION

Teachers' beliefs are very important for understanding and improving educational process. They play a very important role in classroom practices and in the professional growth of teachers. They guide teachers to adopt their teaching strategies for coping with their daily language teaching challenges. They can shape learners' learning environment, thier motivation, and thier learning achievement. Teachers' beliefs have some influences. They influence goals, procedures, materials, classroom interaction patterns, roles, their students and the school they work in (Fauziati, 2015:53).

What people think can be reflected by what they are doing. This aphorism has been proved by many people. We should confess that knowing insight someone thought is an elusive matter. We will never know what other people exactly think or feel, except they share it to us. But we can understand what the others' belief by observing their behavior. According to Borg (2009:1) in the development of cognitive psychology there is a relationship makes the educational researchers take more concern that the phenomenon also occurs in teaching learning process. As he claims 'teachers' mental lives played a role in their instructional practices'.

The reason why the researcher conducted this research at SMP Muhammadiyah 10 Surakarta, because the researcher found there were many students had difficulties in comprehending text. . The most of students relied with the dictionary and the help of their teacher. Then, the result of score the final examination of the students of SMP Muhammadiyah 10 Surakarta, the reading competence of SMP Muhammadiyah 10 students is lower than that of other students in Surakarta Regency. It means that the students of SMP Muhammadiyah 10 still have some difficulties in comprehending reading texts. So, the researcher interested to make a research about how the teachers' beliefs and practices in teaching-reading at SMP Muhammadiyah 10 Surakarta.

Teachers' beliefs significantly influence their classroom practices. Beliefs are defined as personal concept that can give an understanding of a teacher's practice (Nespor, 1987; Pajares, 1992; Richardson, 1996, cited in Shinde & Karekatti, 2010: 56). There are a variety of terminologies in teachers' beliefs. The notion of teacher belief is still debatable. It can be traced on the continuum of teacher's belief terms. Kaymakamoglu (2009) classified a few terms of teacher beliefs as follows: in 1986 Clark and Peterson called it as "teacher thinking" and Pajares in 1992 stated as "teacher beliefs", Borko and Putnam in 1995 used a term "teacher knowledge" and "teacher craft knowledge" used by Cooper and McIntyre in 1996, "teacher image" by Black (2002), and in 2003 Borg called as "teacher cognition" and others. All the theorists have almost similar opinions about teachers' beliefs. It is needed to be

familiar with the definitions of teachers' beliefs to understand what actually teachers' beliefs are.

According to Roseman (1994) there are five components of belief to give wider perspective of belief structure provided by Rokeach. These components are evaluative, behavioral, identification, normative and explanatory. According to him, evaluative component will describe alternative outcomes differing in desirability. It provides motivation for handling the belief strongly. Behavioral component is a means for controlling the outcomes. Each part of activities and outcomes connect to other particular groups or individual who has particular features and identification component denotes this activity. Identification component works to know whether the new outcome can affect the other groups/individuals or not. To determine whether the outcome effectively works or not, the normative component then works. The normative component provides confidence that the new outcome will be the winner in the difference environment of imputed morality and legitimacy. The explanatory component is going to describe how the proposed activity can create the expected outcomes. The opposing argument needs this explanatory component to respond (Chan, Leung, 1999:8 cited in Wafa, 2015).

Recent studies related to teachers' beliefs have explored various aspects of beliefs such as belief about teaching, belief about learning, belief about subject matter etc. Reynold cited in Ispri (2015: 18) categorizes that there are three aspects of teachers' beliefs, those are (1) learning and learner, (2) teachers' instructional roles and (3) student activities. Basturkmen (2004: 215-217) added that there are five aspects of teachers' beliefs: (1) practical (2) personal practical (3) subject matter content (4) pedagogical content, and (5) curricular, while Richard & Rodgers (2007: 30) add a couple of belief aspects; those are belief about (1) English (2) learning (3) teaching (4) program and curriculum (5) language teaching as profession.

The sources of beliefs can be complex. It can be from culture, policy and the experience the teachers go through. Muijs & Reynolds (2011, cited in Marati, 2014:17) stated that beliefs are formed by several different factors that can make them difficult to change such as: (1) the experience of teachers; when they were a student in their school, (2) teacher training; where they got some experiences that can shape their new sets of beliefs and practices considering their teaching and thus can modified their former beliefs, (3) the school culture where they work since they are involved the integral part who take the norms and values from the place, and (4) the experience of life and professional development that can overtime modify their beliefs. Similarly, Richard & Lockhart (1997:30) confirm that teachers' belief systems are built up gradually over time and consist of both subjective and objective dimensions. (Kindsvatter, Willen, and Ishler,1988 cited in Richard and Lockhart,1997) assert that the source of teachers' beliefs, they are; (1) their own experience as language learners (2) Experience of what works best (3) Established practice (4) Personality factors (5) educationally based or research-based principles (6) Principles derived from an approach or method.

The benefits of study on teachers' beliefs in Education are: (1) it can inform researchers and teacher trainers about how teachers are likely to implement their teaching, and how to provide appropriate teacher education programs, (2) teachers' beliefs can help to see quality of teachers' skill and competencies, and (3) it will depict how teachers conceptualize their knowledge and practice and (4) It is important to understand the beliefs and principles teachers operate their strategies in teaching (Liao, 2007: 45). While Johnson (1994: 439) added that teacher' beliefs play a critical role in how teacher learn to teach, how they interpret new knowledge about learning and teaching and how that knowledge is translated into classroom practices. Teacher belief is one concept that can lead positively and negatively in teaching practice. How important teachers' belief in practice indicates that teachers' beliefs are a central issue to know whether teachers' beliefs and practices are discrepancy or not and why those beliefs are shaped. Farrell (2013:9;

Kumaravadivelu, 2012: 86; Masuda, 2012: 239 cited in Diaz, 2013:172) indicates that the link between beliefs and practice in teacher education is fundamental to understand the quality of language teaching and learning.

Larenaz and Hernanez (2015). They explored some objects in teachers' beliefs domain: (1) the use of English in ELT lesson (2) teachers' roles (3) students' roles and (4) teaching components. They concluded that the teachers' beliefs and their practices were congruent. They added that teachers' beliefs were roots of perception storage in their mind which drive as well as a filter to implement the beliefs in the class. Tertemiz and Levent work (2014) stated also the teachers' beliefs held by preservice teachers will affect their classroom perceptions and behavior. In another study conducted by Tamimys' work (2014) He concentrated on ELT instructors' beliefs about language teaching. He attempted to examine relationship between teachers' beliefs and practice. He revealed that there was no correlation between state universities and different branches of Islamic University ELT instructors' beliefs about language teaching and their real practices in the classrooms in Iran. On the other hand, Ebrahim and Amanis' work (2014) showed that component of reading placed great emphasis on the significance of teaching reading strategies.

From the reviews of the theories and previous studies about teachers' beliefs, it was indispensable for the researcher to capture the more specific; therefore the researcher did a study about Teachers' Beliefs and Practices on Teaching-Reading that focuses on learning objective, classroom technique, teacher' role, student' role, the role of authentic material and component of reading skill. This research poses several research questions namely: (1) what are teachers' beliefs on teaching-reading at SMP Muhammadiyah 10 Surakarta. These involving learning objective, classroom technique, teacher' role, student' role, the role of authentic material and component of reading skill, (2) what are the teachers' beliefs and their practices in the classroom (3) are there any discrepancies between teacher' beliefs and the practices in teaching (4) what factors contribute to these discrepancies between teachers' beliefs and their

practices in teaching (5) what factors contribute to shape the teachers' beliefs on the techniques of teaching reading of English at SMP Muhammadiyah 10 Surakarta. The study is a case study that conducted held at SMP Muhammadiyah 10 Surakarta. The object of the research is the teachers' beliefs on English teaching. The data of the study are taken from open ended questionnaire, semi-structured interview, classroom observation and documents. The participants of the study are English teachers of SMP Muhammadiyah 10 Surakarta. The researcher uses Miles and Huberman's Model (1993) with the following sequences namely data collection, data reduction, data display, and conclusion. Therefore, this study is different from these studies.

This research has five main objectives namely (1) to investigate the teachers' beliefs in teaching –reading, these involve objectives learning, classroom technique, teachers and students roles in teaching reading, the role of authentic material at SMP Muhammadiyah 10 Surakarta, (2) to investigate how the teachers' beliefs are reflected in the classroom practices, (3) to investigate whether there are some discrepancies between teachers' beliefs and their practices in teaching, (4) to investigate factors contribute to these discrepancies, and (5) to investigate factors contribute with shape the teachers' beliefs on teaching-reading of English at SMP Muhammadiyah 10 Surakarta.

2. RESEARCH METHODOLOGY

a. Type of Research

The type of the research is case study which belongs to qualitative research. The design type of case study employed is descriptive case study. It started with the researcher presents a descriptive theory which establishes the framework for the researcher to follow throughout the study and what is searched by this approach is the formation and identification of a clear theoretical orientation before stating research questions.

b. Object of the Research

The object of this research is teachers' beliefs and practices with case study approach at SMP Muhammadiyah 10 Surakarta. The major constraint of

this research lies on beliefs about learning objective, classroom technique, teacher' role, student' role, the role of authentic material, component of reading skill.

c. Subject of the Research

The subjects of the study are two English teachers at SMP Muhammadiyah 10 Surakarta. They are experienced and certificated teachers. T1 is a novice teacher with 17 years teaching experience, T2 is certificated and experienced teacher with 11 year teaching experience.

d. Data and Data Source

In this study, there are three kinds of data sources. They are classroom observation, semi-structured interview and document. The data of the research are all activities of the teachers taken from field note and observation coming informant, documentation and events.

e. Technique for Collecting Data

This study uses open ended-questionnaire, semi-structured interview, classroom observation and document analysis to collect the data. The interview is semi-structured interview orientating on Richard & Rodger's guideline. The classroom observation is narrative form and document analysis is the material, students' note and workbook used by the two English teachers.

f. Data Validity

Data validity is the interpretation of the observations whether or not the researcher measures what must be measured (Kirk & Miller, 1986: 69). The researcher uses validity and reliability to examine the data validity and the major criterion of quantitative must be valid, reliable and objective.

g. Technique for Analyzing Data

Data analysis is used in this study is Miles and Hubberman's Model (1993) which is begun with a series steps; (1) data reduction, (2) data display then (3) conclusion drawing/ verification.

3. RESERCH FINDING AND DISCUSSION

Based on the analysis of open ended questionnaire, semi-structured interview and document analysis, the findings of teachers' beliefs and practices on teaching-reading at SMP Muhammadiyah 10 Surakarta as follows:

a. Teachers' Beliefs

In this section, the researcher would like to discuss the topic of the findings between the previous studies and current study. Based on the discussion between previous studies and the current study, the researcher finds the comparison between teachers' beliefs and the classroom practices. There are the following descriptions:

The first is the beliefs of learning objective, the teachers believe that learning objectives are some points to be achieved or behavior that can be done by the students based on specific competencies after learning process takes place. The learning objective is important to set before and after doing the teaching. The way to know the achievement of learning objective indicator is by conducting an evaluation at the end of teaching learning process by inquiring the points contained in the learning objectives to know the achievement of learning objectives.

The second is the beliefs of classroom technique, the teachers believe that classroom technique is strategy or effort that used by teachers to deliver the lesson to the students based on learning objective. Classroom technique is used to support the implementation of teaching can run well. The teachers use various technique; taking role play, oral repetition, discussion, drilling, and memorizing vocabulary to apply in the class.

The third is the beliefs of teachers' roles, the teachers believe that the teachers' roles in the class are :(1) a facilitator, the teachers help the students, accompanying the students during teaching and learning activity, providing the textbook and workbook, (2) a informator, the teachers explain the material and giving the information, (3) an organizer, teacher group the

students, directing the students and stating the rules during teaching and learning activity, (4) an evaluator, teachers tell and assess what the students have learned and giving score that the students do.

The forth is the beliefs of students' roles, the teachers believe that student has responsible in successful of learning process. They should be actively involved in the learning process and should behave appropriately in a learning environment. There are some students' roles, namely; as processor, performer, and listener. Students are already many active roles in teaching so that the teachers' role as a facilitator can be run well.

The fifth is the beliefs on the role of authentic material, the teachers believe that it has important part in teaching and learning, because it is a tool or equipment that can be used to support the teacher and student to achieve the learning objective based on the curriculum. The teachers select or pick the source from internet, textbook or workbook that matches with students' ability.

The last is the beliefs on component of reading, the teachers believe that to become successful learning in reading they must develop skills in reading, namely; Phonic is the way and rule in learning reading English easily, quickly and systematically. Phonemic awareness is ability to distinguish the meaning of words even though there are the same of sounds in the words but the meanings are different. Vocabulary is the mastery and knowledge of person about vocabulary in certain language. Fluency is the proficiency and the ability of person in reading. Reading comprehension is the ability in understanding or comprehending of the text.

It is also in line with the previous study conducted by Larenaz and Hernandez (2015). They explored some objects in teachers' beliefs domain: (1) the use of English in ELT lesson (2) teachers' roles (3) students' roles and (4) teaching components. They concluded that the teachers' beliefs and their practices were congruent. They added that teachers' beliefs were roots of

perception storage in their mind which drive as well as a filter to implement the beliefs in the class.

The current finding is in line with Li Xu's Work (2014) finding, relating to the students' role. It shows the degree of importance between teachers and learners in the pedagogical process. There are 100% of participants who believe that students are in the same range of importance as teachers, since the teaching and learning processes are closely connected. In the classroom, under communicative approaches, great emphasis has been placed on learner-centered teaching learning as a way to make students' needs central to the educational process. Students' motivation and participation in the classroom help the process of language teaching and learning. This finding of the study is in line with the previous study conducted by Larena's work (2015), Levins' work (2006) and Ebrahim and Amanis' work (2014) They have similar description that the students have important roles in the implementation in teaching and learning to be successful.

b. Discrepancy of English Teachers' Beliefs and Their Practices

Based on the analysis of the research finding, it was detected there was not teachers' beliefs and classroom practice was consistent. The researcher found that there was one aspect of the English teaching components was discrepancy with the teachers' beliefs. This fact was supported by some previous studies conducted by Tertemiz and Levent work (2014), Tamimys' work (2014) then Farels' Work (2014). This is the following explanation.

The discrepancy is on classroom technique. The beliefs on classroom technique is strategy or effort that used by teachers to deliver the lesson to the students based on learning objective. Classroom technique is used to support the implementation of teaching can run well. they stated by using various technique, namely; taking role, oral repetition, discussion, dirlling, and memorizing. Their beliefs about the classroom tehnikue is closely in line with

the definition stated by Anthony (1963; 96) cited in Wafa, 2015. He reveals that classroom technique could be a certain trick, strategy or contrivance used to accomplish an immediate objective.

c. The Factors Contribute with Shape Teachers' Beliefs in Classroom Practices.

Teachers' beliefs always drew the attentions to discuss in teaching. Recognizing the main source how the beliefs were constructed or shaped could assist the teachers, education trainers and education itself to advance the quality of teaching for the better education. The current findings of the study found the main sources of teachers' beliefs at SMP Muhammadiyah 10 Surakarta, namely: (1) experience as language learner (2) experience from teaching (3) training.

This current finding was also in line with Borg (2003), he used the different terms. He preferred to use prior experience instead of experience as language learner, Coursework (seminar or training), teachers' teaching experience (experience works best in the teaching). Similarly, the finding supported and insisted the theory conveyed by Kindsvatter, Willen, and Ishler (1988) cited in Richard & Lockhart (1997), they attempted to investigate the dominant factors constructing the teachers' beliefs, they bounded the factors into six: (1) their own experience as language learners (2) experience of what works best (3) Established practice (4) Personality factors (5) educationally based or research-based principles (6) Principles derived from an approach or method.

4. CONCLUSION

From this study, it can be inferred that teachers' beliefs are a matter of subjective reality. What they believe can be real and true. Teachers' beliefs take vital role for teachers to conceptualize and actualize how the teaching is going to be presented. The stronger beliefs that the teachers hold, the more consistent beliefs will be. Due to that fact, a teacher must develop the positive beliefs about the teaching to

reach education goals. Additionally, teachers' beliefs have huge impact to determine and guide the teachers' beliefs toward their practices in line. The factors contribute to shape the teachers' beliefs can be various. It depends on the context the teachers confront in their real classroom. The context can be the age of students, teaching duration, and students' characteristic. The factors dominate the teachers' beliefs and practices experience as language learners, experience from teaching, personality factor, and training.

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